

FE Week

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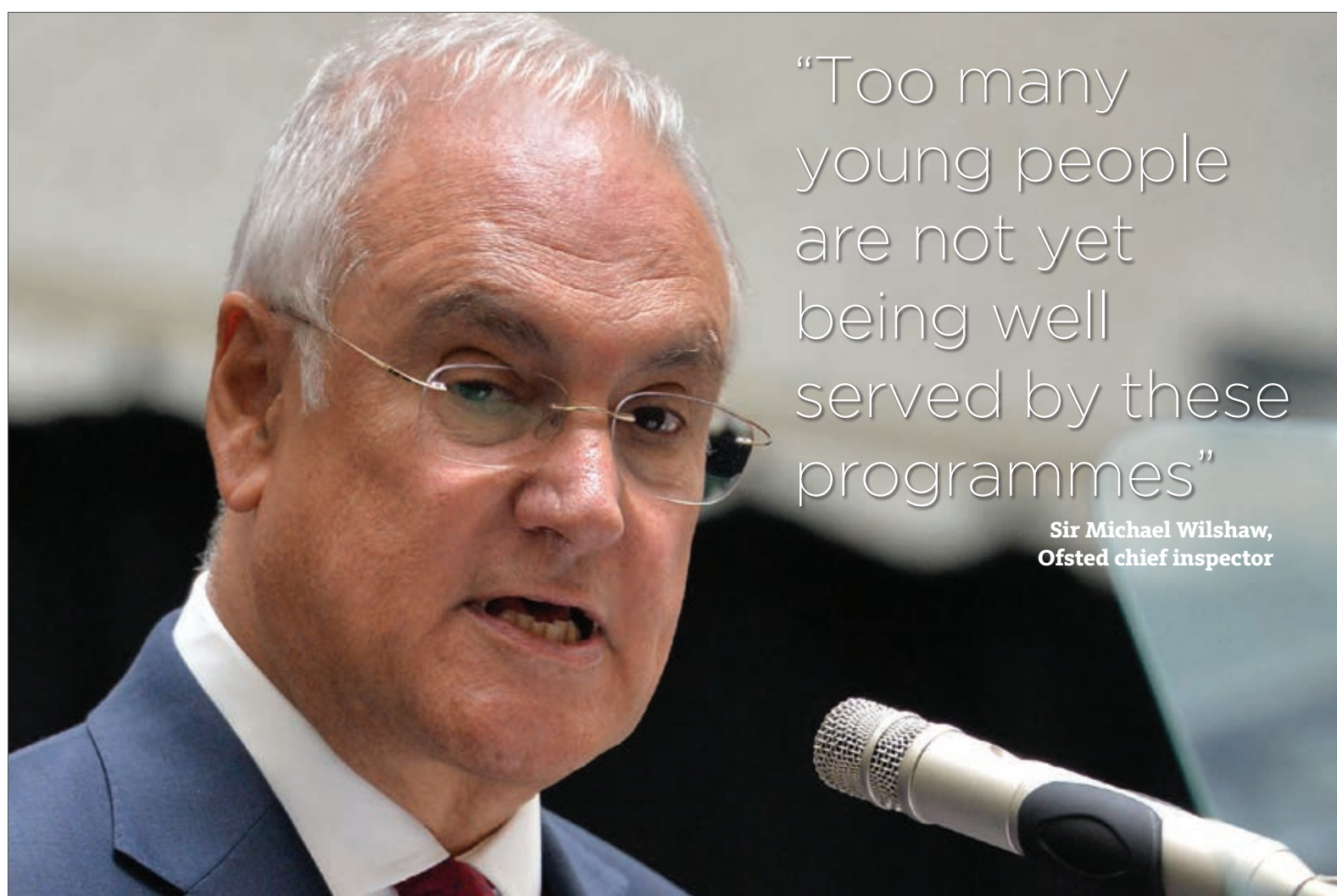
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"Too many young people are not yet being well served by these programmes"

Sir Michael Wilshaw,
Ofsted chief inspector



GCSE FAILURE AS WILSHAW SOUNDS ALARM BELLS

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Ofsted boss Sir Michael Wilshaw has told of his shock at GCSE English and maths attainment levels and teaching quality — and just days later figures for 2012/13 revealed nearly half of 16 to 18-year-olds without at least grade C in GCSE English or maths failed to repeat or even study alternative qualifications at the same or lower levels.

The chief inspector warned that "alarm bells" should be ringing over 16 to 19 study programmes, which were launched last year — after the period of the Department for Education figures — and requiring learners without grade C in GCSE

English or maths to keep working towards the achievement.

The figures for 2012/13 further showed that of the total number of key stage four learners that did not achieve A* to C GCSE in English (188,365) and maths (211,171) only around 18 per cent were re-entered for either. And in total, just 6.5 per cent then achieved at least C in English and 7 per cent in maths.

Schools Minister David Laws said: "These figures show that prior to our reforms too many young people were allowed to give up these subjects without achieving the levels required by employers."

But Sir Michael, speaking ahead of a lecture by the education watchdog's FE and skills director

Lorna Fitzjohn, expressed fears that young people were not "well served" by study programmes.

"Too few students make sufficient progress in improving their skills in English and mathematics, because the teaching they receive is simply not good enough," he said.

He said: "The gap between the good intentions of government policy in relation to this age group and the reality of what is happening on the ground is worryingly wide... our recent surveys of the 16 to 19 study programmes and youth participation, should ring alarm bells for policy-makers and also practitioners."

Continues on pages 8 and 9, plus coverage with an exclusive interview with Ms Fitzjohn.

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NEWS

PRINCIPAL WHO STOOD DOWN AMID ALLEGATIONS RETURNS AS DEPUTY

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A former principal who stood down from the top job at London's Newham College amid a series of damaging allegations has been given a deputy's role at another college.

Denise Brown (formerly Brown-Sackey) left Newham in January, two months after it was claimed the college had failed to take action over a recording posted on YouTube of former head of drama Dr Mark Walcott seeming to make homophobic comments about gay teachers.

The 20,000-learner college also faced allegations that passes had been awarded to students who did not attend any lectures, or had attendance rates of 40 per cent or less.

Ms Brown was confirmed as permanent vice principal for curriculum and quality at South Essex College, which has around 19,000 learners, this month — six months after taking up the post on an interim basis.

Angela O'Donoghue, principal of South Essex College, said: "Ms Brown was appointed as vice principal for curriculum and quality, on an interim basis, on March 25, before being made permanent earlier this month.



"She went through a rigorous interview and selection process and was considered the most appropriate person to meet the needs of the college by our governors and senior staff.

"She is highly

Denise Brown

experienced with more than 30 years' experience in FE, working her way up from being a lecturer to senior manager, vice principal and principal. It is right that we utilise those skills to help take our college forward."

Ms Brown had served at Newham for almost 25 years, starting as a lecturer in 1988 and working her way up to principal, with a brief stint as deputy principal at Havering College between 1999 and 2002.

Her move to a deputy role is thought to be at least the second time in recent years that a principal has gone from the top job to a lesser role at another college.

Martin Penny quit as principal of Stratford-Upon-Avon College, which has around 6,000 learners, in October.

It was given a grade three Ofsted inspection result the following month, before its financial health was branded inadequate by the Skills Funding Agency, in turn prompting a visit from FE Commissioner Dr David Collins.

Mr Penny has since become interim director of finance and corporate services at Devon's Bicton College.

A spokesperson for Newham said its investigation into the grade massaging allegations was ongoing. It is understood that



Mr Walcott no longer works for the college.

Ms Brown declined to comment on her appointment.



Angela O'Donoghue

ETF passes £20m contracts milestone

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The Education and Training Foundation (ETF) has broken through the milestone of £20m in sector contracts.

It gave out a total of £23,364,323 to 77 different organisations, from charities and unions to universities and private training providers, since its official launch around August last year and the beginning of last month.

The three biggest-earning contractors, Tribal Education Ltd, the Association of Colleges (AoC) and the Association of Employment and Learning Providers (AELP), were awarded contracts worth almost £9m

between them for various services.

The biggest single contract, with Tribal, was £2,930,000 for the maths teacher recruitment incentive scheme.

David Russell, ETF chief executive, told *FE Week*: "All of our contracts are designed to generate high value outputs and impact. Quite rightly we are held up to account on this by our sector owners, our board, expert panels and the Department for Business, Innovation and Skills (BIS) — as our funding body.

"An English enhancement programme is about to start which will enable 1,400 teachers to teach at GCSE level. This will impact thousands more learners. This stands out as it provides practical support to a sector

FE WEEK NEWS IN BRIEF

SFA gets interim chief

The Skills Funding Agency (SFA) has appointed director of funding and programmes Keith Smith as its interim chief executive.

He has taken up the role with the hunt for a permanent replacement for previous chief executive Barbara Spicer ongoing. The application window closed on July 7.

Ms Spicer, who is now chief executive at Liverpool-based housing agency Plus Dane Group, left her nine-month post at the SFA at the end of August.

BIS report 'out too soon'

A Department for Business, Innovation and Skills (BIS) impact assessment on apprenticeship funding reforms went live too soon.

The equality impact assessment was published on gov.uk for several hours on Thursday (September 4) — and was quoted in an *FE Week* story in edition 109 — before being removed.

A BIS message on Twitter later read: "The doc was published before it was ready — it's now being finalised + should be up later this month."

Women Neets inquiry

An inquiry into the number of young women not in employment, education or training (Neet) has appealed for contributors.

The inquiry of the Young Women's Trust found that often women were more likely to be Neet than men, and Its Totally Wasted? Report was published at the start of the month.

However, the inquiry is ongoing and the trust wants submissions from professionals and practitioners. Visit www.youngwomenstrust.org to take part.

NEWS

Free schools sector poised for more FE college sponsors

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Two FE colleges and one sixth form college are expected to bid to open their own free schools when the next round of Department for Education (DfE) bidding opens, *FE Week* can reveal.

Croydon College and New College Swindon want to open free schools with sixth form provision, while New College Pontefract — a sixth form college — is hoping to open a free school for 16 to 19-year-olds.

Croydon College's planned New Croydon Academy would be situated on its own campus, taking on 180 students a-year, starting with just the year seven cohort in 2016.

New College Swindon is looking at a free school and sixth form on a separate site, and New College Pontefract wants to open a free school sixth form college for 1,200 learners in Doncaster.

The colleges are expected to hand their free school proposals into the DfE when the bidding window opens, on September 29 — closing on October 10.

If the bids were successful, all three free schools would open in September 2016, adding to the FE sector's existing free school offer with



Pauline Hagan

South Staffordshire College and Hadlow College already running one each.

Richmond upon Thames College won permission earlier this year and plans to open a free school in 2017.

Free schools are state-funded schools which are not required to follow the national curriculum, operate outside of local authority control, and answer directly to the Secretary of State for Education.

Wadsworth, principal at



Frances Wadsworth

Adult numeracy and literacy flexibility call backed by 157 group

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The 157 Group has joined organisations from across the sector in welcoming a report by MPs on tackling poor adult literacy and numeracy.

The Business, Innovation and Skills Select Committee report, published last week, called for greater co-operation across government departments, a funding review, flexible provision and a high-profile national campaign to address the issue.

It said: "The government must make best use of limited funds, and so we urge them to undertake long-term, joined-up planning, concentrating resources on a core of effective, established, proven schemes, rather than being diverted by a proliferation of short-lived pilots across various departments.

"First and foremost, the government must get the message across to those adults with limited English and maths skills that help is available, with a national campaign that advertises the fact."

Among the sector bodies to have welcomed the report was the 157 Group whose executive director, Lynne Sedgmore, told *FE Week*: "We support the committee's acknowledgement of the need for literacy and numeracy provision to be flexible and available through a number of routes — routes which are applicable to the diverse

range of learners who are engaged in FE."

The inquiry which produced the report opened in February and followed a survey of 24 countries by the Organisation for Economic Co-operation and Development (OECD), published in October, which ranked England and Northern Ireland 22nd for literacy and 21st for numeracy.

And MPs, who produced a video outlining their findings (see feweek.co.uk), were complimentary of Mr Hancock's efforts, but urged his successor, Nick Boles, to continue to focus on the issue. They also called for greater collaboration between departments for education, BIS, work and pensions, communities and local government, and the justice and defence ministries.

The committee report added: "Should close collaboration between these departments not be delivered, we recommend the Minister be given more formal powers to intervene in those departments on matters of adult literacy and numeracy."

Mr Boles said the report was "timely and thorough" and that he would "carefully consider its conclusions".

See page 11 for an expert piece by committee chair Adrian Bailey. Visit feweek.co.uk for an expert piece on the report by Paul Stanistreet, editor of the National Institute for Adult Continuing Education's Adults Learning journal and also for more sector reaction.



Amanda Walton

Ofsted grade two-rated Croydon College, said: "This is an exciting opportunity for Croydon. Together, we can provide resources, expertise and world-class facilities to benefit the pupils, the community and the future prosperity of the borough and beyond."

A vision statement on the proposed new free school's website said it planned to deliver "teaching and learning through the use of digital literacy and science".

Amanda Walton, head of marketing and customer services at the grade two-rated New College Swindon, told *FE Week*: "We were approached by the MP for Swindon North

Justin Tomlinson and the council and asked if we wanted to put together a bid.

"We felt that having run an FE college we were in a good position to do it and we wanted to help and support learners."

The new school, which would have capacity for 1,500 students, will have a focus on business and enterprise, but would follow the national curriculum, she said.

New College Pontefract principal Pauline Hagen told *FE Week*: "We had a few areas in mind, but we chose Doncaster because in many ways it's very similar to Pontefract — it's a former mining community where the manufacturing base has disappeared, leading to worklessness and low expectations.

"We've had experience of dealing with that in Pontefract, of raising aspirations of parents and students, and we thought we had a lot to bring to Doncaster, where most existing providers are grade three or four."

The college, rated outstanding by Ofsted, had been motivated to get involved with the free schools project, she said, because sixth form colleges were in danger of being overlooked.

"Sixth form colleges are not part of the government's thinking at the moment — we were a 1970s creation, but we are still top-performing providers," she said.

"We want the secretary of state to notice what we do and appreciate what we do and so we are embracing the government's agenda."

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Providers figure in careers guidance solution

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Providers should play a bigger role in careers advice and guidance in schools, two leading sector bodies have said in the wake of a report which identified “insufficient progress” in careers advice reforms.

The Association of Colleges (AoC) and Association of Employment and Learning Providers (AELP) responded to the latest report from the National Careers Council (NCC), entitled Taking action: Achieving a culture change in careers provision.

It called for a careers investment fund, an improved National Careers Service (NCS) website and free or subsidised access to advice.

Joy Mercer, director of education policy at the AoC, said: “The NCC has added further weight to the call for improved careers education and guidance as a matter of urgency.

“For 18 months, AoC’s Careers Guidance: Guaranteed campaign has been calling for a solution to poor investment locally. We hope that employer involvement in the suggested advisory panel will inform improved careers education.

“Collaboration between colleges, schools, Jobcentre Plus and Local Enterprise



Deirdre Hughes
Partnerships [Leps] will provide effective advice and guidance.”

The report of the NCC, chaired by Deirdre Hughes, also provided the estimated cost of three different levels of careers guidance service. The report claimed that giving all schools free access to a full-time careers professional would cost £131m.

The second option, which would involve careers professionals being shared by clusters

of schools, would cost £43.7m and the third, involving careers professionals providing 30 days a-year to each school, would cost £17.5m, according to the report. However, it did not specify which government department would provide the funding for any of the options.

Stewart Segal, AELP chief executive, said: “We agree with the report’s observation that schools are struggling with the new statutory guidance and welcome the NCC’s costed proposals to support schools in offering students face-to-face impartial advice.

“In our view, schools should be required to ensure their information, advice and guidance [IAG] is managed or delivered by professional IAG staff.

“Training providers should also be given a greater role in careers guidance alongside employers and business leaders.

“The guidance says that schools are expected to work in partnership with local employers and other education and training providers, but it still only suggests that schools should give other providers the opportunity to inform pupils directly about what they offer. This should be an absolute requirement, not optional.”

As well as re-iterating its call for an employer-led government advisory board on careers, for which Skills Minister Nick Boles has announced a recruitment drive, the NCC set out three further recommendations in its report, 15 months after its first report, entitled An Aspirational Nation: Creating a culture change in careers provision.

The NCC’s first new recommendation was that the government should provide free or subsidised access to independent and impartial career development professionals. Its second was that the NCS website should be updated to make it more appealing to learners as a “matter of high priority”.

The third was that a careers investment fund should be set up and administered by the Department for Education in order to “improve existing and successful initiatives and the piloting of innovative local models”.

Mr Boles said: “We welcome the NCC’s report that forms a valuable part of the debate on the way young people and adults receive the careers guidance they need. Many schools and employers are doing excellent work to ensure young people are prepared for the world of work and we are committed to helping more to follow their lead.

“We are grateful for the council’s recommendations and can announce that the recruitment process has started for the employer led advisory group — the first recommendation of the council. We will carefully consider this report and respond in full shortly.”

DfE passes NCS funding buck to BIS

The National Careers Service (NCS) figures in many of the hopes for improved information, advice and guidance (IAG). However, its source of funding recently underwent a key change, as Freddie Whittaker reports.

Department for Education (DfE) responsibility for NCS funding was shifted to the Department for Business, Innovation and Skills (BIS) just months before the service plays a bigger role in schools.

The NCS currently provides phone and web services to anyone aged 13 and over. Only those aged 19-plus can access its face-to-face service. But new statutory guidance for schools, issued in April, says the NCS will “expand its offer to schools and colleges” from next month.

However, while the DfE dished out £4.7m last year to the NCS — it gave nothing this year. The DfE said it previously paid for the helpline and webchat service for young people and “this formed in effect a ring-fenced budget within the NCS”. Shifting the budget to BIS, it said, “provides some flexibility in the way NCS is able to develop online and telephone advice for young people”.

However, with BIS picking up a £94m bill for the NCS this year, up £10m on last year, a DfE spokesperson was unable to identify any of its funds that had been transferred to BIS along with the added responsibility. And a spokesperson for BIS was also unable to confirm if it had received any additional funding — from DfE or elsewhere — to cover any of its extra £10m for NCS. The Ministry of Justice (MoJ) pays £14m and the Department for Work and Pensions (DWP) £1.5m of the NCS £109m budget for 2014/15. Last year’s budget of £106m was made up of £84.4m from BIS, £14m from MoJ, £1.5m from DWP, and DfE’s contribution.

The funding of NCS has previously proved a bone of contention with National Careers Council (NCC) members Professor Tony Watts and Heather Jackson resigning from the body last year. They walked out in a row over the way an NCC report covered NCS funding, arguing it “ducked the issue” of BIS paying for youngsters’ careers guidance, allowing DfE to “escape its responsibilities”.

Funding for the NCS was also one of the main points in the Association of Colleges’ (AoC) Careers Guidance: Guaranteed campaign with chief executive Martin Doel, writing in *FE Week* last year: “Let’s be frank about this, the DfE contribution to the NCS has been extremely disappointing.” And in light of the funding shift, Joy Mercer, AoC education policy director, said: “We feel the DfE should contribute equally [with BIS] both in terms of money and engagement.”

Former Skills Minister Matthew Hancock was also grilled about the issue last year by the education select committee, including chair Graham Stuart. At the time, Mr Stuart said: “Will the minister reassure us that the DfE is committed to supporting the work of the NCS properly? Will the DfE realise the opportunity that the NCS provides to ensure that we have an all-ages, competent, re-professionalised careers service?”

FE Week contacted Mr Stuart’s office, but was told he had no comment on the latest development.

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FE WEEK COMMENT

Hit that C target

In October last year, we reported how new DfE figures showed the majority of students achieving a GCSE grade D in English and maths were not then being re-entered for the qualification at sixth form or college.

In his editorial at the time, my predecessor Nick Linford was rightly critical of colleges for offering alternative qualifications, such as functional skills, to these learners where achieving the grade A* to C GCSE would have overcome a barrier to employment.

We now know nearly half of all those not achieving the grade C, not just those with a grade D, were neither entered for GCSEs nor functional skills in 2012/13.

In fact, they didn't even study an alternative entry or level one English or maths qualifications.

The government has acted, as English and maths lessons for those 16 to 18-year-olds without a grade C or above at GCSE became a funding requirement as part of a study programme from this year.

And from 2015/16 a learner leaving school with a grade D GCSE in English or maths will have to retake it.

Yet these new government requirements are worth nothing if the teaching and success rates are poor.

The Ofsted's verdict on study programmes last year is not good.

So the whole school sixth form and FE sector needs to step up to the challenge.

What must be avoided as a response is the shirking of responsibility and, like many employers, the raising of entry criteria and thus refusing to take on 16 to 18-year-old learners without GCSE Cs and above.

The government needs to be alert to that risk, as it would be an unintended tragedy.

Chris Henwood
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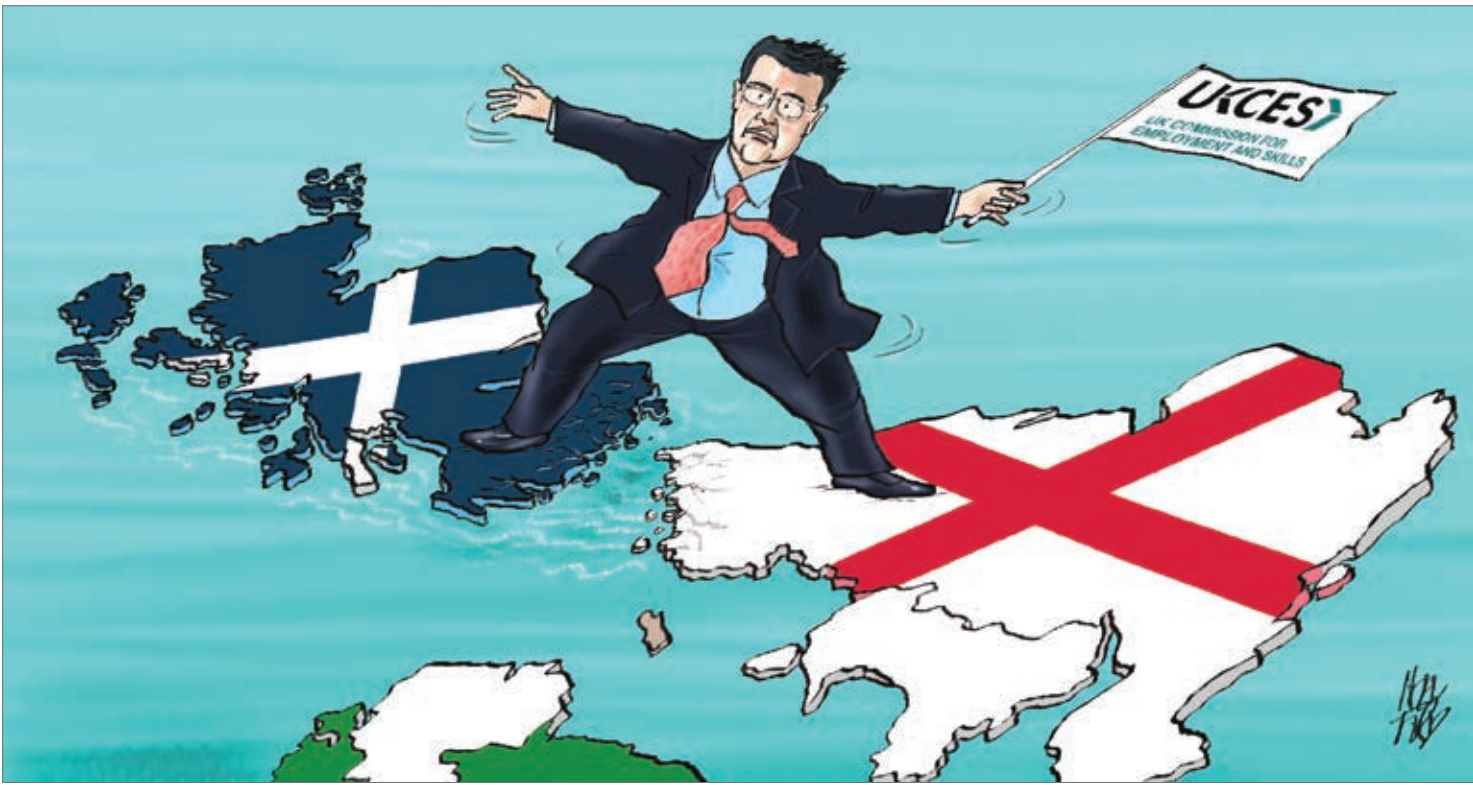
@kerriahall: #OfstedFESkills Young ppl Ahmed & Gulwali made a strong case for why youth social action is a solution for NEETs & yp's confidence #iwill

@Rosie_Ferg: @GrahamAllenMP says social & emotion capabilities key to young people having successful career. Ofsted must acknowledge this #OfstedFESkills

@PaulW153: #ofstedfeskills Robin Childs of Inspire bemoans decreasing provision for youth needing support outside of academic year constraints

@Ofstednews: Providers are not meeting the 16-19 study programmes requirements, with learners not progressing to a higher level #OfstedFESkills Lecture

@KarenPrincipal: "Too many young people drop out post-16. Careers guidance is shockingly poor." Michael Wilshaw #OfstedFESkills



Scotland vote uncertainty for UKCES

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The future of the UK Commission for Employment and Skills (UKCES) could be just as much on the line as the United Kingdom, *FE Week* can reveal.

With voters in Scotland due to go to the polls this week over whether they want independence, it has emerged that the Department for Business, Innovation and Skills has not planned for the UKCES in the event of a split.

A BIS spokesperson conceded the future of the UK-wide research and policy body was not planned for if Scotland was to break away after Thursday's referendum.

She said: "We will not be making or commenting on plans for the possibility of an independent Scotland before the referendum."

The organisation, which had a budget of £66.9m for 2013-14 and employs around 100 staff, produces an annual employer skills survey for each of the four UK nations, as well as an overall survey — but much of its work

focuses on the UK as a whole.

The Scottish government directly contributes £500,000 a-year to the UKCES to support the development of National Occupational Standards. And the Scottish government claims to have made an "active contribution" to the development of the UKCES.

The Scottish government website says: "Scottish Ministers influenced and agreed the organisation's remit and year one objectives, ensuring that UKCES focussed appropriately on Scottish issues from the outset."

A spokesperson for the UKCES, which was created in April 2008, said she was unable to comment on plans for the future of the organisation.

But Sir Charlie Mayfield (pictured front), UKCES chair, speaking in his role as chair of the John Lewis and Waitrose partnership, appeared to express misgivings about the prospect of Scottish independence, warning there would be "economic consequences to a Yes vote".

And Colin Borland, head of external affairs

at the Federation of Small Businesses Scotland warned the future of many projects such the UKCES could be at risk.

"There are many cross-UK institutions who are wondering what's going to happen to them," he told *FE Week*.

"Whether or not a lot of the good work could continue in the event of a Yes vote or a more devolved situation, we don't know but it's going to have to be sorted out."

The BIS spokesperson said: "The UKCES has a commissioner appointed from each of the home nations by their respective governments. Each year, the four nations have the opportunity to influence the work of UKCES through their grant-in-aid letter."

However, she declined to comment further on the grounds that the government was observing Purdah — an electoral convention where all parties agree not to publish material that could sway the vote just before an election.

But both the Yes and No campaigns have accused the other of breaking Purdah following a host of new policy announcements affecting Scotland.

NEWS

College rips up 'not fit for purpose' UTC action plan

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An improvement plan aimed at turning around the fortunes of an inadequate-rated university technical college (UTC) has been ripped up and rewritten by its new general FE college sponsorship team.

Ofsted inspectors revisited Central Bedfordshire UTC to see how it was getting on after the grade four result, but branded its improvement plan "not fit for purpose".

However, Bedford College, having been asked by former Education Secretary Michael Gove to step in and take over, became the UTC main sponsor after the revisit — and principal Ian Pryce said a new plan had been drawn up and was now in place.

Mr Pryce, who is also the newly-appointed UTC chair of governors, told *FE Week*: "Bedford College has a separate plan, which Ofsted said it would consider at its next visit."

He added: "Since Bedford College became sponsors of the UTC over the summer, we have appointed a new head, new senior team, strengthened the teaching team, revised the curriculum and invested in new facilities including the library."

"The Ofsted visit also took place before the summer exam results came out and these included excellent



pass rates in engineering courses and improved A-level results."

Ofsted's inadequate rating came in June, with inspectors critical of the quality of leadership, governance, teaching and curriculum.

They also said learning at the 150-learner UTC, which specialises in engineering and design, was "not secure" because teachers "do not always check students' understanding or how well they have developed skills in lessons".

The inspectors' report on the revisit, which took place mid-July, also revealed how "due to too few applications, the college is not expecting to admit any students into year 10 in the academic year 2014/15.

Nevertheless, with the UTC in new hands, Mr Pryce said he was "confident the UTC has a very bright future".

Of the three other UTCs inspected so far, Black Country and Hackney UTCs got grade three results while the JCB Academy in Staffordshire received a good rating.

However, the issue of low enrolment figures has hit a number of UTCs, including the one in Hackney, which is to close after this academic year having failed to recruit enough students.

Despite this, Shadow Education Secretary Tristram Hunt told *FE Week* sister publication

Baker's dozen UTCs opening this month

Thirteen new University Technical Colleges (UTCs) are opening their doors to their first cohort this month.

A further 16 are set to open next year and 10 more in September 2016, while one, Hackney, is due to close at the end of this academic year.

Lord Baker, chair of the Baker Dearing Educational Trust, the organisation behind UTCs, said: "I am delighted to see a further 13 UTCs opening this month, taking the number of UTCs open to 30."

Cumbria, Lincoln, Harlow, Manchester, Watford, Leigh, Cambridge, Norfolk, Swindon and Warwick each have a UTC opening this month, along with three in London — Tottenham, Dagenham and Heathrow.

Academies Week on Tuesday (September 9) that he wanted "considerable growth" in their numbers.

However, he stopped short of the recommendation in June's review for the Labour Party by Lord Adonis, called Mending the fractured economy: Smarter state, better jobs, in which the Labour peer proposed 100 more UTCs by 2020.

Mr Hunt told *Academies Week* at the CBI Education Conference: "There should be considerable growth in UTCs but I won't put a figure on it."

EUROSKILLS TEAM CHOSEN

The team that will represent the UK at Europe's biggest skills competition next month has been chosen.

Twenty one youngsters from UK will compete at Euroskills in 16 different skills against more than 400 hopefuls, from October 1 to 5 in Lille, France.

They come from colleges and independent learning providers from across Wales, Northern Ireland, Scotland and England and were picked having impressed at national skills competitions.

And although it is not a qualifying event for next year's WorldSkills competition in Sao Paulo, impressing judges could help them win a place on the flight to Brazil.

Declan McGarth, aged 20, will compete in autobody technology while Rianne Chester, 21, competes in beauty therapy. They will be joined by Danny Hoang and Lucy Jones, both 20, in cookery, Eleni Constantinou, 21, in hairdressing and Jasmine Field, 19, and Catherine Abbott, 18, in visual merchandising. Zoe Rowlinson and Louisa Copper will compete in floristry with Andrew Beel in mechanical engineering CAD and Michael Watson, all four 20, in CNC milling. In architectural stonemasonry, Connor Crawford, 18, will compete while John Peerless, 22, and Calum Knott, 21, take on mechatronics.

Reece Taylor will compete in welding alongside Mark Hawthorne, both 21, and Simon McCall in carpentry and Daryl Dailly, both 20, in tiling. Connor Lambton, 18, will compete in painting and decorating and Nathan Roblin, 21, competes in plastering and dry wall lining alongside Ian Magee, 18.

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Inspectors to take closer look at under fire study programmes

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Study programmes will be “central to inspections” from this week as Ofsted seeks to challenge a slow response to the initiative.

Lorna Fitzjohn, Ofsted’s director for FE and skills, told *FE Week* in an exclusive interview that providers should expect to see their ratings fall if they had not made enough changes to curriculum to meet government requirements.

Her comments come after Ofsted released its report on the progress of study programmes — new principles for 16 to 19 study that require learners to demonstrate progression to a higher level of attainment, take part in work experience and study maths and English to level two if they have not done so already.

The report, based on a survey during the first six months of the programmes, found that many providers had not done enough to change their curriculums to fit in with government wishes.

Speaking after delivering Ofsted’s annual FE and skills lecture at the Spotlight youth centre in Poplar, East London, Ms Fitzjohn said inspectors would be looking closely at FE institutions’ performance on study programmes.

She told *FE Week*: “As of this week, the study programmes are clearly what we are going to be inspecting for 16 to 19-year-olds, whether they be in a sixth form, an academy or a school, whether they be in a FE or skills provider, sixth form college, the study programmes are what 16 to 19-year-olds should be having, so they will be central to inspection.

“We are expecting now to see, six months on from finishing the report, that there really is a difference, at least that’s what we’re hoping.

“It’s bound to have a real impact on their overall grading, because all 16 to 19-year-olds should have a study programme, and if that’s not working it will impact on their overall grade.”

Study programmes were first mooted by Professor Alison Wolf, the Sir Roy Griffiths Professor of Public Sector Management at King’s College London, more than three years ago in her review of vocational education.

They were introduced by the government in order to improve progression into higher education and skilled employment.

But Ms Fitzjohn was keen to avoid laying blame for the slow response to the study programmes at any particular door, and said the government and providers both needed to take responsibility.

She said: “I think all of us need to take some role in this. Colleges, providers, schools, academies all had a year’s notice of the introduction of the study programme, there was an opportunity then to make the step changes they needed to make.

“Many of them haven’t taken a hard look at their curriculum, what’s on offer for young people, so it’s not offering progression routes for young people to move on either through level one, two, three, or perhaps if the programme they start on isn’t the right one what else they might move onto.



Lorna Fitzjohn

Sir Michael Wilshaw

Continued from front page...

“The simple truth of what’s happening at the moment is that too many young people, particularly those from disadvantaged backgrounds, and those who want to find vocational pathways, are not yet being well served by these programmes... as chief inspector, I am very concerned.”

Sir Michael also used his speech to talk about the potential impact of not preparing young people for the world of work, claiming that a “sloppy attitude to punctuality” and a “lackadaisical” attitude could stem from poor employability skills teaching.

He said: “Our most recent report on careers guidance, published this time last year, is one of the most damning documents that Ofsted has ever produced.”

He added: “Again, it’s quite shocking that 84 per cent of youngsters who don’t get their GCSE at grade C in English and maths at 16 fail to achieve these grades at 19.

“Above all, I am particularly concerned that education and training

is not preparing young people well enough for work. Many employers complain that far too many young people looking for work have not been taught the skills, attitudes and behaviours they need to be successful in the world of work.

“And what does this actually mean on the ground? It means they have a sloppy attitude to punctuality. It means they are far too relaxed in terms of meeting deadlines to produce work. It means that far too many young people are lackadaisical in the way they present themselves for work. If they dress inappropriately, speak inappropriately, and have poor social skills, they are not going to get a job.

“Youth unemployment in our country is far too high, and it is in everyone’s interest to ensure that young people receive the very best education and training to improve this situation.

“And the consequences, if we don’t get this right, are too serious to ignore.”

“There also needs to be much more work experience for young people, and real life work experience, which takes some organisation. That isn’t happening yet. The English and maths certainly is an issue.

“Many of the providers, schools, colleges we went to hadn’t really been able to recruit the staff they needed to deal with the amount of teaching they now needed to do. There has been additional funding, but I think sadly there aren’t the people out there at the moment to teach.”

Ms Fitzjohn also raised concerns about a

“fundamental issue with careers advice and guidance”, and said not enough attention had been paid to the fact it had to start in schools.

She added: “Maybe it hasn’t been clear enough to schools that that’s what they need to do, but it’s certainly not happening.

“We do look at careers advice and guidance in schools. We will be looking at it far more rigorously from this month. That’s one of the priorities we have this year.”

The report offers 20 recommendations for government, providers, councils, employers’

organisations and Leps, and Ofsted itself.

The recommendations include a plea for government to ensure data about retention, completion of core aims and destinations on leaving the programme are recorded and made available to the relevant stakeholders.

The report also urges providers to ensure that senior leaders are held to account by those responsible for governance for fully meeting the requirements of the programmes, and said councils should work with providers to ensure up-to-date mapping of 16 to 19 provision across the full range of study programmes.

‘Providers will respond to these challenges’ — AELP

The response to Ofsted’s report on study programmes has been a varied one, with many welcoming its findings.

The Association of Employment and Learning Providers (AELP) said it supported the recommendations, but said in some cases the structure of the study programmes did not support high quality, flexible provision.

Stewart Segal, AELP chief executive, said: “The report raises some very important issues for the future of the study programme. Training providers will respond to these challenges but they will need the flexibility offered by the study programmes without further restrictions placed on the system.”

He added: “The Education Funding Agency has pushed many providers into full time programmes of study. This is not appropriate for some learners. Although the funding rules allow shorter and more intense provision, there is a clear intention that providers should recruit young people on a programme of one year.”

Mr Segal said: “The teaching of English and maths has improved considerably in recent years but no one should underestimate the challenge of reengaging young people in these subjects. Many of these young people do not see the relevance of English and maths which is why they sometimes do not progress in levels at this initial stage.

“We also agree that young people do not get effective careers advice at any level within the school system. Training providers and colleges are able to offer more options for young people and often work in partnership to provide the widest range of choices.”

Gill Clipson, deputy chief executive at the Association of Colleges, said: “The move to programmes of study and away from colleges being funded by qualification is a fundamental change.

“So too is the requirement for all young people to continue to study maths and English if they have not reached an acceptable standard at school.

“The intention is right but, as this



Stewart Segal



Gill Clipson

is such a fundamental change, it is not surprising that there has been variable implementation, particularly since the Ofsted fieldwork for this report took place even before the first full year of implementation was complete.”

A Department for Education spokesperson said: “The report shows positive early signs that schools and colleges are entering young people for more rigorous qualifications.

“In fact, the latest figures show that the numbers of those over the age of 17 taking GCSEs in English and maths are rising, giving thousands more the vital knowledge and skills demanded by employers.

“Following Professor Alison Wolf’s ground-breaking review of vocational education we have scrapped thousands of low-quality qualifications so that only the gold-standard, employer-valued courses remain.

“And providers are now incentivised to ensure young people study valuable courses after we changed post-16 funding from per-qualification to per-student.”

Ofsted study programme findings

- | | |
|---|--|
| <ul style="list-style-type: none">• Few providers surveyed made the best use of the flexibility to provide individualised study programmes• Too many providers have not changed their provision sufficiently or quickly enough• The introduction of study programmes led to disappointingly little change to level three programmes• Not all local authorities track the progression of all individual learners beyond the age of 16 effectively, especially learners who drop out or change their study programme | <ul style="list-style-type: none">• Too much careers guidance at all levels is weak. Too many learners interviewed for this survey were unclear about the progression routes available beyond the study programme• Too few learners are working towards a GCSE at grade C or above in English and maths• Too much teaching in English and maths is not good enough as not enough learners are making sufficient progress in developing their reading |
|---|--|
- *These findings represent a selection of those listed by Ofsted

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SUE PEMBER

Former director of FE and skills investment and performance at the Department for Business, Innovation and Skills and ex-Canterbury College principal

Making the right impact on principal appointments

With a number of principal appointments to have hit the *FE Week* headlines over the summer, Sue Pember looks at the issues all governors need to consider when looking for a new leader.

College governors feel that they have the biggest impact when they are appointing a new principal.

When I was appointed as a principal, it was a two-day process, including several interviews, presentations and an evening reception for stakeholders.

The whole college was involved in one way or another. The process felt robust, rigorous, fair and transparent — although I may have thought differently if I wasn't the successful candidate. In those days there was a blueprint that governors stuck to which included establishing a sub-committee to oversee the process. They would be responsible for national adverts, interview packs, establishing a long list, references

and background checks, and shortlisting candidates.

They would also host the two-day interview programme with governors, staff and other stakeholders, with a small group of candidates taken forward to the last day. The sub-committee then made recommendations to the full board which decided on the appointment. The blueprint was enshrined in the Articles of Association, which provided the statutory framework, and the updated version in 2008 set out the expectations.

The Education Act 2012 relaxed many of the requirements, but most colleges have yet to change their Instrument and Articles, so the 2008 version still stands. The process has served FE well and allowed good candidates to rise through the ranks, while not being closed to those (like me) who came up through a local authority route. This also helped to ensure equality of opportunity, which in turn led to more women being appointed.

It is for the college clerk and HR team to set out what governors need to consider in appointing a new principal. This starts with the pros and cons of whether to run the process internally or externally, and whether to commission full or partial support from an external agency. Keeping the process in-house is sometimes seen as the cheapest option, but that is often not the case. Recruitment takes time and eats up internal resources which are needed elsewhere and so this is a false economy in what is an important investment in the college's future.

appointment panel. At this point governors should seek advice and the thoughts of others including students, staff and other stakeholders, such as the funding agencies.

Whether to allow outside competition is another important consideration. Some colleges find this easy to answer because they haven't changed their Articles and so they have to go to national advert.

They may also have a college recruitment policy that states all jobs will be advertised externally and nationally. Some consider each job on its merit. This is a difficult one because governors will not want to upset senior staff who may have aspirations to become a principal but, nevertheless, they must ensure they find the best candidate for the college and will want to test the market.

There are instances where the principal has to step down, perhaps due to ill health. The governing body may feel they have to take immediate action. This is partly true because they do need to ensure the college has a senior leader and an accounting officer, but they shouldn't feel rushed.

There must always be a plan in place for this type of eventuality, including a search and appointments committee meeting, confirmation of the temporary appointment of the vice principal or other designated senior leader and starting the ball rolling on the appointment process.

Every generation sighs about where the leaders of the future are going to come from and FE is no different. But they are out there and there is no need to worry.

Governors do need to ensure the college has a senior leader and an accounting officer, but they shouldn't feel rushed

The most important element is determining the skills and behaviours needed from the new principal to take the college on to the next stage. This is may not provide a clone of the previous principal and the existing incumbent can provide advice, but does not unduly influence the



ADRIAN BAILEY MP

Chair of the House of Commons Business, Innovation and Skills Select Committee

The adult literacy and numeracy 'scandal'

The funding, teaching and organisation of adult literacy and numeracy programmes are in need of government action, says Adrian Bailey.

Problems with reading, writing and maths can have a huge impact on people's daily lives, including getting and keeping a job, understanding bills, forms and documents, and guiding children through education. It can affect adults in many walks of life, but it also undermines the economic performance of our country.



MARION PLANT

Marion Plant is principal of North Warwickshire and Hinckley College and South Leicestershire College

Forging a way through the 'emerging learning market'

With public funding becoming ever scarcer, Marion Plant argues that colleges need to place themselves in the learning 'marketplace' more than ever.

Public Policy Research) report, Winning the global race, made clear.

In the medium skills market — skilled construction; culture, media and sports occupations; health and social care associate professionals; skilled agricultural and related trades; textiles, printing and other skilled trades — there will be a demand for 12.4m new people. We want a stake in that.

In time, it may no longer be enough for a college to just compete locally. Look at the growth of brands in other diffuse marketplaces. Typically, one strong offer emerges which then becomes a franchise sold in every High Street. In time, these can displace local offers. People love brands. Could that happen in FE?

Our learners are consumers. They shop for brands and may seek out reliable brands that can deliver a compelling offer: English, maths, employability skills, strong work experience, top teachers with current industrial knowledge and a great learning atmosphere. They are paying for a service for example 24+ loans and will want a good effective product for this payment as experience in higher education attests.

In time, the strongest local learning brands may start to offer franchises in other areas. Or online: look at the growth of the massive open online courses (Moocs) where EDX, the leading brand, plans to have one billion learners worldwide by 2020.

Exciting or frightening? That all depends upon how you feel about flying without a safety net.

Whatever happens, we will need to be clear about what our offer will be, against whom we are competing and how we can differentiate ourselves in what could become a very tight marketplace. Equally, we will need to embrace uncertainty — that's where the opportunities will lie. We will all need to take risks, some of which will pay off, some won't. Careers will be made or broken on the strength of our instincts and talents.

If we compete more widely, reputation management will need to be more sophisticated. While a local paper may challenge and expose inadequacies, the fallout may be limited. But big brands have further to fall and social media can ensure that they do.

And in the midst of all this, there is teaching, learning and assessment — our core business. Students will be able to see first hand and learn from the challenges of managing a complex business in an uncertain market.

FE Week & Me

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I'm friendly and chatty, and that often wasn't seen as gravitas

WRITING OFF 'SLOW' LABEL WITH ACTIVE LEARNING CAREER

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From a difficult start at school to the top of a group of three colleges and two University Technical Colleges (UTCs), the rise of Sally Dicketts has been nothing if not hard-earned.

The Manchester-born and Cardiff-raised 59-year-old has enjoyed a long and varied teaching career in both schools and colleges despite having been written off as “slow” before she was diagnosed with dyslexia.

But teaching was always on Dicketts’s mind and the achievement of a childhood goal is evidenced by her chief executive role at Activate Learning — the grouping of Banbury and Bicester College, City of Oxford College, Reading College, two University Technical Colleges in Oxfordshire and Reading and a marketing consultancy — and her chair’s post of the Women’s Leadership Network.

“I always wanted to be a teacher, because I thought that the education I had got was just so demeaning, and made you feel so stupid,” mum-of-one Dicketts tells me as we sit down in her spacious office at Reading College.

“When I did my 11+, I didn’t actually answer any question because I felt so sick, and I was put in a remedial stream in my secondary school because they

assumed that I clearly had major learning difficulties.

“I had a very feisty mum who came to the school and said there was no way her daughter needed to be in a special needs stream, and after two months of being in that stream, I was moved up.

“I remember my first day in secondary school. I was in uniform, I had a leather satchel, and I had all my pens because I could write, and I remember my fellow pupils were — not horribly, it was just fascination — they emptied out the whole of my satchel and all played with my pens because none of them had ever seen such interesting implements before.”

In spite of dyslexia, Dicketts did well at school, but was banned by one teacher from taking the maths A-level she wanted. But it wasn’t until her first days at Redland Teacher Training College, in Bristol, that Dicketts realised it was something completely different that was holding her back.

She says: “When I got to college,

“For every training provider that has scammed the system, we don’t look at the 500 that haven’t”

particularly in economics, it was the first time anybody discovered I had a brain and was lazy, and that came as a shock to the system, so the first assignment I did I had sent back, and was told to rewrite it.

“And I said, ‘You don’t understand – I’ve got problems.’ And I remember the tutor saying to me, ‘No – you just have to work harder.’ It was the first time anybody had ever said that to me.”

After graduating from Redland College in 1977, Dicketts took a job at Tredegar

Park High School, in Newport, teaching economics. She stayed for two years before moving to Mount Carmel Girls School in London because her then-husband Stephen Morgan had a business in the capital.

Within two years, she had been put in charge of the fifth form, careers and business studies and began to think about her own future in the early 1980s.

Initially passed up for the head of economics and business job at the newly-formed Islington Sixth Form Centre, Dicketts moved to Hackney College in 1984 and began a connection with the FE sector which remains to this day.

“I absolutely adored it,” she says. “I’m very into curriculum design and development, and designing something for your students, which you could do in FE in those days, which you can’t do now.”

After teaching in schools where the majority of the pupils were white, Hackney College proved a culture shock for Dicketts, who remembers the adjustments she had to make in her own understanding.

“At Hackney College it was 90 per cent black students — so for the student population, they were pretty secure. If you were white you were unusual — but of course the majority of staff were white.

“And it was a huge cross-section, so when I was there in the 80s it was a huge African

population, not Afro-Caribbean.

“I can remember a student was failing and he offered to buy my a Mercedes if I passed, and to this day I don’t know whether that was a serious offer, but I can remember being really shocked.

“There were quite a lot of different cultural aspects. There were, even then, knifings, drugs, but it tended to be peripheral to the college. A lot of the students wanted to learn and were hugely positive. They were delightful.

“I had some amazing students who went on and did amazing things, but we had a lot of money to be able to do lots of extra-curricular activities and support, which there is just no way now that you could do. So, although there was a lot of deprivation, there was a lot of money to help mitigate that deprivation.”

In 1988, after initially being overlooked for a head of department job at Hackney, Dicketts was encouraged by several colleagues to apply for a job at Milton Keynes College. One of those colleagues was Lynne Sedgmore, now executive director of the 157 Group, who kindly dropped off her application for her.

Dicketts initially



Dicketts, aged nine

struggles with my question about whether she thinks her gender ever held her back in her career — an issue often considered within her WLN role — given the number of times she was overlooked for management roles.

“It’s always a really difficult question, isn’t it,” she says. “I think, because I was very friendly, often I wasn’t taken up.

“I’m friendly and chatty, and that often wasn’t seen as gravitas. And maybe if I’d then got an Oxbridge education, I could overcome my lack of gravitas. So I don’t know if it was gender, but certainly I think it was personality.”

But Dicketts was to become assistant principal at Milton Keynes, then vice-principal, and in 1996 was chosen to lead the college from the principal’s chair, which she did until 2003 when she moved to the newly-merged Oxford and Cherwell Valley College (OCVC)

Now she heads up Activate Learning, which in March had a Skills Funding Agency allocation of more than £16m.

Dicketts, who lives in Oxford with partner Lee Miao and their daughter Isobel, 19, explains her belief that joint working

between colleges, such as that on show within Activate Learning, will become more prevalent as institutions look for ways to supplement government income.

But she is keen to stress that the federation model — perhaps most infamously in the case of Luton’s Barnfield Federation, which is expected to split in November — would not work for everyone.

She says: “One of the things we have developed here is a curriculum and leadership philosophy. If you really believe in a curriculum leadership philosophy and technology, then you need a sum of money to really develop it and trial it, do the research for it, and you need group services — ie your IT, your HR — to also be stunning to support it.

“If you’re a £20m college, you might be able to put it into your curriculum, which is fantastic, but then your group services are going to let you down, or you put it into IT but you don’t develop it.

“I think what you might get



Dicketts, skiing in Lucerne, Switzerland, aged 15

It’s a personal thing

What is your favourite book?
A defining book for me, if we’re looking at it from a woman’s point of view, is *Woman on the Edge of Time* by Marge Piercy. You probably can’t get it now, but it was during my real feminist age

What is your pet hate?
Discrimination. I’ll give you an example. I cannot bear being called a lady. I’m not a lady, I’m a woman. And we have real arguments with the office staff. Some of them like being called a lady, and that’s fine, but I ask that people respect me and call me a woman

What do you do to switch off after work?
I’m an avid reader, which is why your ‘favourite book’ question is one I found really difficult

If you could invite anyone, living or dead, to a dinner party who would it be?
Eleanor Roosevelt and Hillary Clinton. They were both married to people who were the ultimate — supposed — power for people. How do you, as such a very powerful woman, sublimate some of your needs because your husband’s the president? And also Carl Jung. I am fascinated by psychology, and how we think, and the impact we have on one another, and I am fascinated by Jungian psychology

What did you want to be when you were growing up?
I always wanted to be a teacher



more of is collectives of FE colleges that stand together. What we have tried to do is resolve some of the issues. Each of the colleges is a separate college — Reading College runs as Reading College, but the principal of Reading College is a group director of Activate Learning, so we have done it very differently [to Barnfield].

“It’s interesting, isn’t it? For everything that goes wrong — like Barnfield — we never look at the things that go right. For every training provider that has scammed the system, we don’t look at the 500 that haven’t.

“I don’t want us to own hundreds of different things, but I do believe in the FE sector and I want to protect it, and I don’t want large commercial organisations taking over, because contrarily, I don’t think the private sector necessarily does it better.”

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Neighbours scriptwriter wins college teaching post

TV scriptwriter who has worked on popular soap operas Neighbours and Hollyoaks has accepted a new role as creative writing teacher at North Lindsey College.

Mark Holloway worked for seven years on Liverpool-based Channel 4 show Hollyoaks, before moving Melbourne, Australia, in 2008 where he worked on Neighbours.

He was senior scriptwriter a year later for the final episode featuring Harold Bishop, played by Ian Smith, when the much-loved character left Ramsay Street to travel around Australia.

Mr Holloway has also worked on BBC school drama Grange Hill and ITV soap opera Emmerdale.

He said: "Writing is not just a pipedream. I'm proof of that. Hopefully the course will inspire budding writers and help them achieve their own individual writing dreams."



Scriptwriter and creative writing lecturer Mark Holloway at North Lindsey College



Mark Holloway on the set of Australian soap opera Neighbours

Billy and Abbi go into business after classroom studies

Two 18-year-olds launched a painting and decorating business weeks after graduating from college.

Billy Glyde and Abbi Skuse had not met before they started a level one painting and decorating course at South Gloucestershire and Stroud College in September 2012.

They started working together at weekends after progressing to level two of the same course from September last year.

Billy and Abbi have since redecorated 12 houses and flats and were hired to repaint the college's hair and beauty salons over the summer holidays before launching their business in August.

Billy said: "We have never had a single falling out in the two years we've known each other which shows we're a good team."

Abbi said: "We really enjoy working together. I love transforming a room."

Painting and decorating tutor Justin Grosspietsch said: "Billy and Abbi did a great job repainting the salons. I wish them well in their new venture."



The hair training salon after it had been repainted green and grey



The beauty training salon after it had been repainted purple and cream



Aston set to star in prestigious dance adaptation of Lord of the Flies

Havering College graduate Aston Joshua has landed a dream role in a prestigious new dance adaption of classic book Lord of the Flies that will be performed at London's Sadler's Wells theatre next month, writes Paul Offord.

Securing his first big break in the world of contemporary ballet was no easy task for talented 21-year-old Aston Joshua.

The recent Havering College graduate was chosen ahead of more than 900 hopefuls who auditioned over the summer for the adaption of William Golding's classic book about a group of boys left to fend for themselves after their plane crash-landed on a desert island.

That number was initially whittled down to 150, then 65 dancers, before Aston was chosen for the cast of 24 young performers who will be dancing alongside professionals at Sadler's Wells theatre, in London, next month.

Aston said: "The audition process was pretty tough. They put us through a lot of push ups, a lot of sit ups and a lot of intense workouts.

"The final audition was before a panel. When they rang me the same day to say I had got a part, I was shocked and didn't have any words. It is a dream come true and means a lot to me.

"It will be an honour to dance on stage at Sadler's Wells. It is one of the most prestigious theatres in the land with so much history."

He added rehearsals for the show, which was created by world-famous choreographer Matthew Bourne, had been hard work but he was "loving every minute of it".

Aston, from Ilford, said: "Every day is something new and exciting.

"It's a fantastic experience and I would like to thank my college tutors for helping me get here.

"My time at college was amazing. I learned a lot about many different styles of dance and about the history of dance."

Aston completed a BTEc level three extended diploma at the college in 2011 and higher national certificate (HNC) a year later.

He then progressed to a higher national diploma (HND) in dance at the same college, which he completed June last year, and is now trying to forge a professional career in dance.

Elaine O'Connor, the college's curriculum manager for dance, said: "The whole team are so proud of Aston. This is a fantastic achievement.

"Lord of the Flies will create links within the industry for him.

"This is well deserved because Aston just works so hard. I always saw great

potential in him."

Current HND dance students from the college Adam Sainsbury, 21, Daniel Lindsay, 18, and Carl Merritt, 18, narrowly missed out on being chosen for the final cast, after making it through to the final 65 in the auditioning process.

Aston hopes Lord of the Flies will launch him on a successful career in dance.

He said: "I have always been a hard working person, determined to get what I want. If I am doing something, I make sure I do my best."



Aston (front row, centre right) with other dance students and professional dancer Shaun Dowell (front row, centre) in the Havering College dance studio

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable



Aston poses by a poster for Lord of the Flies



Aston on his knees in Havering College's 2013 end of year dance

& MOVERS SHAKERS

Your weekly guide to who's new and who's leaving

Wigan and Leigh College has started the new academic year with a new principal, Michael Sheehan.

Mr Sheehan, who has previously led Pendleton College in Salford and Runshaw College in Lancashire, has replaced Catherine Hurst, its principal of six years, who left in July to "explore new challenges".

In a statement, the college said Mr Sheehan, who was most recently principal at Riverside College in Halton, was "recognised as one of the country's leading FE professionals" with an "exceptional track record in helping colleges achieve success".

Mr Sheehan said: "I am excited to be offered the opportunity to lead Wigan and Leigh College and am looking forward to working with students and staff.

"The college is at the heart of the local community and is a key provider of education in the borough.

"With the multi-million pound redevelopment of the campus, coupled with staff who are dedicated to providing a positive learning experience, the college has a bright future."

Mr Sheehan's arrival has been welcomed by college governors, who said they would work with him to "strive for excellence" for the college, which was rated "good" by Ofsted in 2010.

Chair of governors Liz Shea said: "I am delighted that Michael is joining the college.

"We are really looking forward to working with him as we continue to strive for excellence and to offer exciting opportunities for the people of Wigan."

In a statement sent to local media in July when her resignation was announced, outgoing principal Mrs Hurst said: "I am really proud to have worked with so many committed staff that genuinely care about students and want them to succeed.

"There are many effective partnerships which have supported the college and I am sure it will go from strength to strength.

"Wigan has been a fantastic place to work and I wish it well."



Mrs Hurst, who was given the OBE in the New Year honours list in 2012, began her teaching career at Bury College in catering and commercial studies, later joining Wigan and Leigh College as vice principal for curriculum in 2002.

She had been principal since 2007.

The college told FE Week that Mrs Hurst had not taken up a leadership role at another institution.



If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk



FETL Fellowships

The Further Education Trust for Leadership (FETL) is pleased to announce the launch of its Fellowships programme.

At FETL, we want to build a body of knowledge to shape leadership in Further Education. We recognise that crucial as they are, the skills of leadership are insufficient for the leadership of a constantly adaptive layer in the education system. FETL is determined to change this.


FETL Fellows will receive funding to undertake research projects which develop thinking about leadership in FE. We welcome expressions of interest from individuals, with innovative and visionary ideas, who work in the field of FE and Skills.

Later in the year, organisations will be able to apply for grants to produce original research, events and publications to develop the leadership of thinking in FE and Skills.

For details of how to apply please visit www.fetl.org.uk or call us on 0203 637 0977

Head of the Service Sector Faculty

£competitive salary



Derby College is on a journey to outstanding and anyone joining us must share our high expectations of our staff and learners. A passion for learning and an appetite for achievement and excellence is a prerequisite for the following key appointment.

Reporting to the Vice Principal Learner Journey and Inclusion, you will be accountable for the performance of our Service Sector curriculum areas - Catering; Business; Hair and Beauty; Travel and Tourism and Retail - ensuring an exceptional learning experience and outstanding outcomes for our learners and the provision of a curriculum that meets the needs of our employers.

You will need to be:

- an inspirational leader who can develop cohesive and high performing teams
- a well-rounded business manager who can effectively manage a large team, a significant budget and challenging performance targets
- driven to provide a responsive service to high standards


You will need to have:

- a curriculum background with leading edge vocational experience preferably but not essentially in one of the service sectors within the faculty
- experience of management and of teaching (a Certificate in Education is required)
- vision and drive to grow this priority area for the College.

For an informal discussion about this position with Anita Straffon, Vice Principal Learner Journey and Inclusion please contact **Samantha Jackson** on **0300 123 7890 ext: 3495**.

Closing Date: **Friday 19 September 2014**
Interviews held on: **Wednesday 8 October 2014**

For further details and to apply, please visit the job vacancies section of our website **www.derby-college.ac.uk**



Outstanding financial health needs outstanding leadership.

Are you ready for the challenge?

Assistant Principal (Finance and Resources)
c. £61k per annum
Palmer's College, Grays, Essex

Palmer's College is a sixth form college providing post-16 education in South Essex to over 2000 students. At Palmer's College we have developed a caring and inclusive learning community that is fully committed to continuous improvement as we independently serve the needs of our community.

Reporting to the Principal, this is a senior post on the College's Senior Leadership Team and we are seeking to appoint an ambitious, inspiring and motivational Assistant Principal to be responsible for the College's Finances, Funding, Estates and Human Resources, as well as Catering, Reprographics and the Sports Centre.

Clearly this is no ordinary finance role and we are seeking no ordinary finance person. If you are a qualified Accountant seeking to take on some fascinating new challenges at a time of great change and opportunity, then you might be just the person we are looking for.


Closing Date for applications: Monday 22nd September at 12 noon.
Interviews to be held over 2 days: Thursday 16th and Friday 17th October.

If you wish to discuss this opportunity informally, please feel free to contact the Principal, Mark Vinall on 01375 370121.

A full application pack can be downloaded from the website at www.palmers.ac.uk/vacancies. You can contact the HR Department on 01375 370121 ext 260 if you are unable to do so. Please return your application and monitoring questionnaire either by e-mail to personnel@palmers.ac.uk or by post.

Please note that CVs will not be accepted. No agencies please.
Palmer's College is committed to equal opportunities and safeguarding young people.

"Continuing the tradition of Excellence"



DERWENTSIDE

COLLEGE

DIRECTOR OF QUALITY

Salary: £52,539 - £55,743 per annum
Consett, County Durham

Derwentside College is successfully undertaking a journey of transition and innovation. It is an ambitious organisation with high expectations – dedicated to meeting the educational and training needs of the individuals and communities it serves. With some 5,500 students and an income of circa £14m, it has already become a significant provider of work-based vocational training across the North East.

Against this backdrop of strong growth, the College is now seeking to appoint an outstanding individual to the post of Director of Quality. The portfolio of this post includes all aspects of quality improvement.

The successful candidate will be a suitably qualified and experienced individual used to operating at or near board level who has good business acumen, strong corporate leadership skills and the ability to establish effective professional relationships externally and internally. He or she will be able to demonstrate a significant record of development and change, and of achieving targets in a dynamic, growing environment.

Application packs can be obtained by visiting our website www.derwentside.ac.uk. Alternatively, email **personnel.dept@derwentside.ac.uk** or telephone **(01207) 585947** to request a pack. If you would like an informal discussion with the Principal regarding this role, please contact Karen Donaghy on **(01207) 585940**.

Closing date for applications – Friday 19th September 2014

Derwentside College is positively committed to safeguarding and promoting the welfare of the children, young people and vulnerable adults on its education and training programmes. All staff are expected to share this commitment. The person appointed will be required to obtain a satisfactory an Enhanced Disclosure from the Disclosure and Barring Service.

As an equal opportunities employer, the College welcomes applicants from all sections of the community.

www.derwentside.ac.uk

FE Associates

BW Consultants

MIS Consultants

FE Associates is the leading choice for colleges requiring interim managers at all levels as well as providing consultancy. We have an exceptionally strong MIS team with an impressive range of specialist skills in data analysis and interpretation.

We are currently expanding in response to sector demand for MIS Support. Consequently, we are inviting applications from suitably qualified and experienced professionals to join our team of full-time employed consultants and self-employed associate consultants.

You will be highly motivated and flexible, have strong, technical MIS skills and be experienced in all aspects of funding and data quality, gained in further education and training.

Applicants need to be prepared to travel around the UK and stay away from home when required. In return we offer a competitive remuneration package.

Quality Improvement Associates

FE Associates' Quality Improvement division, BW Consultants, are specialists in bespoke quality improvement services. In response to high demand from the sector, including support for private training providers, we are expanding our team of self-employed associate consultants.

You will be a current, registered inspector with a strong track record in your curriculum area. You should be prepared to travel and stay away from home when required.

We would like to hear from inspectors across all SSAs but are particularly interested in Maths & Science, English & MFL, History, Philosophy & Theology and Work Based Learning. We offer competitive rates and the support of our office team.

The closing date for applications for both posts is Friday 26th September.

To apply, please send your CV with covering letter by email to recruitment@feassociates.com stating clearly which post you are applying for. For an informal discussion about the posts please call (01823) 337655.

www.feassociates.com

The HENLEY College

A proud history and reputation... Lead us to an outstanding future

PRINCIPAL: CIRCA £90K

As a leading Sixth Form College in south Oxfordshire, The Henley College is committed to delivering excellence in education and training. We are a progressive and vibrant College that serves a diverse range of 2,300 full time and part time learners drawn from a wide area across Oxfordshire, Berkshire and Buckinghamshire. Two thirds of our students study A Levels and the College also provides a fully comprehensive range of vocational courses and apprenticeships to serve the entire community. The College occupies two sites in the centre of the attractive market town of Henley-on-Thames.

We have been rated 'Good' by Ofsted and, with a turnover in excess of £11 million, are in a sound financial position to fulfil our ambition to become an outstanding College.

After successfully leading the College for ten years, our highly respected Principal has recently announced his retirement. We are now seeking a new Principal to continue to provide outstanding strategic leadership to the College. The new Principal will demonstrate their skills as an experienced leader through their ability, creativity and business acumen and will inspire our dedicated staff and learners to achieve even greater success.

This is an excellent opportunity for a dynamic individual with the necessary drive to constantly improve the learner experience and future opportunities for all those we serve. The successful candidate will demonstrate a clear understanding of the importance of placing our learners at the centre of everything we do.



We are working with **Protocol** on this important appointment.

To discuss the role in further detail and to request an application pack, please contact Helen Anderson: handerson@protocol.co.uk or **0115 911 1117**, or visit www.protocol.co.uk/thehenleycollege for further information about this post.

Protocol

Excellence in FE



The closing date for applications is 12pm on Monday 6th October 2014.
Interviews will be held on Monday 20th and Tuesday 21st October 2014.

Are you sector-leading? An outstanding leadership opportunity at an exceptional college





Vice Principal - Curriculum and Quality

Blackburn College

Salary: £110,000 + Benefits

Blackburn College is one of the UK's largest and most successful colleges, and sector-leading in its curriculum development and delivery. We have 16,000 students across FE and HE, 1200 staff and a turnover of £48m. We provide the full range of courses, from 14-19 through to HE, delivered in a largely newly built, world class environment. While 50% of our revenue comes from FE, 36% is contributed by HE courses, and 14% by commercial activity.

The success of our portfolio of courses across FE and HE depends on sustained creativity and continued commitment to excellence in learning, teaching and assessment. Academic leadership will be crucial in ensuring that the College positions itself to respond to policy shifts, maximises opportunity for its students and ensures their success and progression. Critically, it is important that we continue to maximise job prospects for our students.

The responsibilities of the post balance leadership of our extensive FE provision while ensuring continued growth and definition of our distinctive HE portfolio. The Vice Principal will be a strong presence in the Executive Team, ensuring the academic health of the College continues to be central to all we do.

Our new Vice Principal will be able to demonstrate:

- successful experience and relevant leadership, particularly handling scale and diversity of academic provision;
- familiarity with the policy environment affecting colleges;
- leadership of successful curriculum change and development;
- an uncompromising approach to quality and enhancing the experience of students and staff;
- influence and presence with stakeholders.

Candidate packs can be accessed through www.blackburn.ac.uk/jobs/ or by contacting HR on hr@blackburn.ac.uk or on 01254292915.

Potential applicants are encouraged strongly to contact the College's Special Advisor, Professor Bill Wardle at bill@billwardle.com or 07777 642100.

Closing date: Noon Thursday 18 September 2014
Interviews are scheduled to take place on Thursday 9 October 2014 and Friday 10 October 2014 and applicants must be available for both days.



nocn
CREATING OPPORTUNITIES

NOCN is a leading regulated UK Awarding Organisation that has been creating opportunities for students and learners for over 25 years. NOCN is recognised by Qualifications Regulators in England, Wales and Northern Ireland. We have 760 centres across the UK offering NOCN qualifications. NOCN has over 430 qualifications on the Qualifications and Credit Framework (QCF) ranging from Entry Level to Level 4.

SENIOR PRODUCT OFFICER – SKILLS FOR LIFE
£30,000 per annum – Sheffield

The Senior Product Officer will be responsible for managing projects which are in the Skills for Life sector. This will include a wide range of products including qualifications, units, bespoke employer programmes, qualification specifications and associated assessment materials. The Senior Product Officer will be accountable for all stages of the product development cycle from its inception to its operational launch.

SENIOR PRODUCT OFFICER – CONSTRUCTION, CIVIL ENGINEERING AND MANUFACTURING
£30,000 per annum – Sheffield

The Senior Product Officer will be responsible for managing product development projects which are in the construction, civil engineering and manufacturing sectors. This will include a wide range of products including qualifications, units, bespoke employer programmes, qualification specifications and associated assessment materials. The Senior Product Officer will be accountable for all stages of the product development cycle from its inception to its operational launch.

Closing Date for both roles: Friday 19 September 2014

Our application and equal opportunities forms can be accessed at www.nocn.org.uk/about/jobs_at_nocn



emfecgroup
Incorporating ABC awards

QUALIFICATIONS AND ASSESSMENT DEVELOPMENT MANAGERS

SALARY: £30K - £35K PA **LOCATION: NOTTINGHAM**
(according to ability and experience)

ABC Awards, which is part of the EMFEC Group, is recruiting for Qualifications and Assessment Development Managers to grow our Nottingham based team.

Key responsibilities will include managing the review and development of a portfolio of qualifications and supporting materials. Working with stakeholders and consultants to manage the lifecycle of development projects as well as proposing and developing assessment strategies including e-enabled systems, keeping to Ofqual requirements.

For this exciting and challenging role we are looking for individuals that have experience of different types of assessment methods and practices used within the 14-19 and

19+ education sectors, as well as excellent communication skills and a high level of attention to detail.

If you are interested in working for an organisation where you can directly contribute to its continued success please visit www.emfec.co.uk or www.abcawards.co.uk or contact **Tracy Roser** on **0115 8541628** for further details.

Closing date: 12 noon on Thursday 18 September 2014
Interviews: Wednesday 1 October 2014 at Robins Wood House, Robins Wood Road, Aspley, Nottingham, NG8 3NH

EMFEC is committed to equality, diversity and inclusion. We do not accept late applications. No agencies please.



SkillsActive
More People, Better Skilled, Better Qualified

QUALIFICATIONS MANAGER

Standards and Qualifications
Based in London or Doncaster
£30,000-£35,000

SkillsActive needs to achieve and consolidate a high profile position in the active leisure and learning sector as the employer-led Sector Skills Council for sport and recreation, health and fitness, play work, the outdoors, caravan, hair and beauty industries.

This post will be to manage specific areas of SkillsActives work in relation to qualification development and Awarding Organisation support within all seven sectors and will directly support the work of the Director of Standards and Qualifications.

To view the full JD and to submit your application please visit: www.skillsactive.com/jobs



necc
North East Chamber of Commerce

Training Adviser – IT – 2 posts
(IT Practitioner and IT User Levels 2 – 3)
Newcastle - Full Time - Permanent - £21 - £23k

We require experienced and qualified training advisers to deliver either IT Practitioner or IT User at levels 2 and 3. The successful applicant will undertake a varied and demanding role in the preparation & delivery of work based learning.

For full details please see www.necc.co.uk
Appointment will be subject to satisfactory references and DBS clearance

NECC is committed to safeguarding and promoting the welfare and safety of young people and vulnerable adults and expects all staff to share this commitment. Further details are available from our HR Department Email: HR@necc.co.uk or by contacting the HR Department on 0300 303 6322

NECC – Supporting diversity, managing equality

Head of Marketing required at Lewisham Southwark College

Salary: £47,975 p.a. + benefits including 30 days’ annual leave, Local Government Pension and medical insurance.

We are looking for an experienced and highly motivated marketing professional to move our marketing strategy into action. The College has campuses in the boroughs of Lewisham and Southwark and attracts students from across London. Our brand new Waterloo campus will present a great opportunity to promote the College. As Head of Marketing you will need to be visible, consultative and have a presence on all campuses. You will also support the College’s employer engagement activities and relationships with valued partners.

Apply online now by visiting
www.lesoco.ac.uk/staff/working-for-us
Closing date: Sunday 28 September 2014



LEWISHAM SOUTHWARK COLLEGE



FE Associates



BW Consultants

FINANCE CONSULTANTS
Competitive and flexible package

FE Associates is recognised as a highly successful major supplier of interim management and consultancy support for curriculum, finance, MIS, IT and funding in the post-16 sector.

We are inviting applications from experienced practitioners who are currently working at Vice Principal or Finance Director level to join our team of associates. We would also welcome applications from those at Financial Manager / Controller level to join our team on a full time, fractional or associate basis.


CURRICULUM ASSOCIATES

We are looking to strengthen our team of self-employed associate consultants in all subject areas and are inviting applications from suitably qualified professionals with recent college experience at Head of Department level or above.

You will have a strong track record in your field, be motivated, flexible and conversant with the issues facing the FE sector.

For both posts applicants must be prepared to travel around the UK and stay away from home when required.

To apply, please email your CV with cover letter to recruitment@feassociates.com by Friday 26th September 2014.



www.feassociates.com



Lsect
Learning & skills ~ events, consultancy and training

We are looking for a:

SALES ADMINISTRATOR - IMMEDIATE START
SALARY: £20K TO £22.5K (DOE)
Greenwich, London

Responsible for the day-to-day administration of the Lsect sales team office.

Roles will include: supporting the sales manager and executives with the processing of sales, general office administration, financial administration and maintaining high levels of customer service.

Closing date: 5pm, Friday, September 26
To apply email: hannah.smith@lsect.com

For more information visit jobs.feweek.co.uk


Lsect is publisher of



FE Week



ACADEMIES WEEK



Lewisham

COMMUNITY EDUCATION LEWISHAM (CEL) is looking to appoint: Service Manager

£55,758 to £59,610
35 hours per week
Location: Various CEL sites in Lewisham

“Good with Outstanding elements” (Ofsted February 2014)

Can you provide the leadership to build on this solid foundation and take us to Grade 1: Outstanding?

We are looking to recruit a dynamic, enthusiastic, highly motivated individual who will actively and effectively be responsible for the leadership, strategic direction and continued improvement of CEL, focussing service delivery to meet Ofsted and SFA funding requirements. You will ensure that CEL contributes towards and supports the delivery of the Community Services Directorate key aims. To deliver an excellent service within allocated financial resources, to meet diverse borough-wide needs within the national and local policy framework, advise at a strategic level, senior council officers, management forums, and other internal or external bodies on all aspects of adult education and Community Education Lewisham.

Community Education Lewisham provides the London Borough of Lewisham’s adult and community learning service. Our mission is “to improve the lives of people in Lewisham through lifelong learning”

CEL offers a wide range of adult learning across the borough. Over 1,000 courses are offered covering nine sector

subject areas of learning and located in three main centres and community venues across the borough. Our services are designed to welcome adults, many of whom may not otherwise take part in education or training. Courses provide accessible entry routes for new or returning learners and good progression routes for learners.

To find out more about this vacancy, including a full job description and person specification, and to apply online, please visit www.lewisham.gov.uk/JobsAndCareers and search council vacancies.

The closing date for applications is **Friday 19th September 2014**. Interviews will be held on **Tuesday 7th October 2014**. The interview procedure is anticipated to last all day beginning at 9am. The format of the interviews is a 10 minutes presentation followed by 10 minutes Q&A in the morning and a 40 minutes interview after lunch. Lunch will be provided and will present an opportunity to meet the interview panel.

To view our current prospectus, please visit: <http://www.lewisham.gov.uk/EducationAndLearning/AdultAndCommunityEducation/CELProspectus/>





STUDENT SERVICES MANAGER

SALARY RANGE £38,508 - £41,496 PER ANNUM

An exciting opportunity has arisen for a highly motivated and pro-active individual to join our learner centred Student Services Department as Student Services Manager. In this role you will be responsible for providing leadership and management to a range of student services provided by the College so as to ensure each learner’s entitlement to support as part of delivering an outstanding service.

We would expect the successful candidate to have a proven track record in the leadership and management of multi-disciplinary teams with significant and successful experience of managing and supporting young people/ adults in an educational setting. Previous experience within an FE context would be an advantage. You will be educated to degree level or equivalent with sound knowledge of IAG, safeguarding and equality and diversity.

If the sound of this role excites you and you feel that you have the management skills to lead and develop the staff which includes Student Support and Welfare Services, Reception, Nursery and Admissions, then this is the job for you. To apply, please go to www.bracknell.ac.uk/workforus

CLOSING DATE FRIDAY - 21 SEPTEMBER 2014

|

INTERVIEWS - TUESDAY 30 SEPTEMBER 2014

TRIBAL

working as one

Pre-Sales Consultant for FE team

Generous salary and OTE

Home based with some travel throughout the UK

Tribal is a fast paced technology business responsible for a portfolio of world class software solutions which support the business of education, learning and training.

We are genuinely passionate about improving access to learning and helping to deliver the highest quality education and training. Like many of our clients, we want to feel that our work makes a positive difference.

We currently have an exciting opportunity for a dynamic, innovative and flexible individual to join the FE pre-sales team on a fixed term contract for approximately 9 to 12 months. The team is responsible for selling ebs, our market leading student information management solution and this is a great development opportunity for anyone who would like to build on their existing skills whilst also learning new ones.

The pre-sales team provides vital support to the sales process, working closely with colleagues across the business to help achieve sales objectives. The team is responsible for assisting with the sales of software and services into the further education sector at multiple levels of seniority with responsibility for demonstrations, bid writing support and product updates.

We are looking for an engaging, confident and ambitious problem-solver with bags of initiative. Excellent customer-facing, organisational and presentation skills are a must as is a can-do attitude and the ability to build and maintain effective working relationships. The ideal candidate will be a natural communicator with the ability to influence and negotiate. Knowledge and experience of ebs or similar solutions is highly advantageous as is previous experience in a college environment.


If you are looking for a new challenge, please contact **Nigel James** in the first instance to express your interest. Nigel can be reached on nigel.james@tribalgroup.com or **07796 274994**.

Tribal is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity. Tribal has publicly committed to this by signing up to the Two Ticks Positive About Disabled People scheme.

This ensures that all disabled applicants who demonstrate that they meet the minimum criteria of the job description are guaranteed an interview. If you are disabled and feel this applies to you, please let us know on your application form.

Outstanding English and maths lecturers needed at Lewisham Southwark College!

Salary: £31,679 - £39,598 p.a. and benefits including 47 days' annual leave, Teachers' Pension and medical insurance



The **Improvement Practitioner** role is fundamental to our strategy for improving teaching, learning and assessment to ‘Outstanding’. As Improvement Practitioners, you will work across the College to support teaching staff and managers in the delivery of English and maths. You will have excellent teaching practice and be able to inspire and facilitate improvement in the teaching of others through a range of strategies.

Apply online now by visiting www.lesoco.ac.uk/staff/working-for-us

Closing date: Sunday 21 September 2014

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Better futures for young lives with epilepsy

Young Epilepsy is the leading national charity working exclusively to improve the lives of children, teenagers and young people with epilepsy and related neurological conditions. With over 100 years of experience, our unique headquarters offers world-class services which include the provision of Residential Services, Education and Health Care to children and young people in the UK.

We also provide diagnostic, assessment and rehabilitation services to children and young people and work closely with distinguished organisations like Great Ormond Street Hospital and University College London.

St Piers College is a residential and day Independent Specialist Provider with a current cohort of 120 learners aged between 19-25 with a range of complex learning disabilities and difficulties.

Lecturer

From £23,344 per annum

42 hours per week, permanent

Based in Lingfield, Surrey

We currently have teaching vacancies and are looking for experienced and qualified lecturers, with a background of working with post-16 learners with special educational needs, who can contribute in an enthusiastic, flexible and innovative way to extend the college and its excellent provision.

You will be required to consistently deliver high quality teaching, develop skills-based learning and to act as a Personal Tutor as part of a multi-disciplinary staff team. There will also be a requirement to undertake line management responsibilities for learning support staff.

We invite applicants with expertise in one or more of the following:


- A vocational specialism such as; Land-based Studies, Multi-skills, ICT, Functional Skills.
- Autistic Spectrum Disorder and associated challenging behaviour.
- Profound and Multiple Learning Disabilities (Sensory Level).

For further details of this and other vacancies, our benefits package, or to download an application pack, please visit our website youngepilepsy.org.uk Alternatively, you can email recruitment@youngepilepsy.org.uk or telephone 01342 831234. When applying, please complete your supporting information detailing why you think you would be suitable for the role.


Closing date: 10 October 2014.

We welcome applications from all sections of the community and guarantee to interview all applicants with a disability who meet the minimum criteria. We are committed to safeguarding and promoting the welfare of children and young people. An enhanced Disclosure and Barring Service check (formerly CRB) will be required.

youngepilepsy.org.uk



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HANNAH SMITH ON

Hannah.smith@feweek.co.uk or 020 81234 778

Situated on the edge of the Pennines, Huddersfield New College is one of the most successful inclusive sixth form colleges in the country. More than 2,350 full-time 16-19 year old students thrive in this supportive environment, as we help them to develop as positive and confident individuals who can achieve their true potential.

Teacher of Maths

0.6FTE | Fixed term to May 2015 in the first instance
Up to £36,642 pro rata

Are you keen to inspire our students of GCSE Maths? Do you also have the willingness and ability to teach AS Level Maths (not essential)? You must have a recognised teaching qualification and relevant qualifications in Maths, preferably at degree level. We welcome applications from NQTs.

Closing date: midday Friday 19th September 2014.

For further details or to apply, please visit www.huddnewcoll.ac.uk or telephone 01484 652341 extension 4606 to request an application pack.


We are committed to equality and diversity, and safeguarding young people. We welcome applications from all sections of the community, particularly from Black and Minority Ethnic groups that are under-represented in the College. All posts are subject to an Enhanced DBS Disclosure.


www.iddiv.com

INVESTORS IN PEOPLE

POSITIVE ABOUT
DISABLED PEOPLE

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ACTIVATE
LEARNING

MATHS TEACHER
£26,459-£32,525pa

Bus Pass Scheme, Subsidised Lifestyle Centre Membership, Cycle Scheme, Childcare Voucher Scheme, Teacher Pension Scheme

Activate Learning is a group which brings together secondary, further and higher education, along with workforce training, management consultancy, commercial businesses and social enterprise. At Activate Learning, we believe that education should inspire and develop the change-makers of the future, and to succeed we know that it must lead by example. Our purpose is to empower people to go further in learning and in life, by recognising their unique qualities and by providing an environment which builds confidence, raises aspirations and equips them to succeed.

We are looking for a Maths Teacher who will be training and assessing students and other client groups to quality standards set by the College. There will be tutoring and management of one or more courses or groups of students.

You will be acting as a course tutor to full-time and part-time groups with the associated organisation, administration, and monitoring of attendance including the collection of data for course evaluation.


Students will be accompanied by you on visits, field trips and similar activities in line with the College's policy and code of practice for educational visits. You will also be involved in Internal Verification, contribute to target setting, RAGG ratings and auditing monitoring processes.

Any person offered a position will be required to complete a DBS. City of Oxford College is committed to safeguarding and promoting the welfare of young people, and expects all staff and volunteers to share this commitment.

City of Oxford College is an equal opportunities employer.

To apply, please visit www.activatelearning.ac.uk/activate-learning-job-search to fill out an application form.

Closing Date: 18th September



Opportunities for Teachers in GCSE Maths and GCSE English

Start Date: ASAP

2 roles 0.5 FTE

Pro-Rata Salary: £11,773 - £16,757 (dependent upon skills and experience)

City College Coventry are currently recruiting for a permanent Maths (0.5 role) and an English (0.5 role) teacher to join the School of English and Maths. We are looking for enthusiastic and motivated qualified teachers with relevant experience of teaching Maths or English at GCSE level in a school or FE environment.

You will be committed to delivering a consistently high standard of teaching and learning and provide an effective and stimulating learning environment for our students. This role will require excellent communication and organisational skills coupled with a strong commitment to develop the potential of all learners.

Candidates must have:

- ⇒ Level 2 Maths and English Qualifications
- ⇒ Degree Level Qualification
- ⇒ Level 5 Teaching Qualification e.g. PGCE/Cert Ed/DTTLS or equivalent
- ⇒ Experience of teaching in a school or FE environment

Closing Date: Friday 19th September 2014

For your application to be considered, please complete the online application form by visiting www.covcollege.ac.uk and clicking on the Vacancies tab. Attach a completed "Person Specification Matching Form" as a part of your online application. Please ensure that all relevant sections of your application, i.e. Job History, Qualifications and Referees are fully complete.



SCHOOL OF
FOUNDATION
STUDIES

Vacancy: Learning Support Worker (Maths and English)
Hours: Sessional (up to 36hpw), Term Time only
Contract Type: Fixed Term
Pay: £12.71 per hour plus 10.77% holiday pay
Closing Date: 9am, 17 September 2014
Ref: See below


As a Learning Support Worker you will work across the college's Academic Schools to facilitate and support the delivery of English and Mathematics in discrete and embedded provision. This role will also include completing learner records, adapting and developing a base of resources, assisting tutors with setting up classes, marking work, providing additional learning support to learners and communicating with learners and parents/ carers as appropriate.

To apply, please download and complete an application form from our website; www.racc.ac.uk/jobs and return and to hr@racc.ac.uk quoting the relevant reference number below, by the above stated closing date for your application to be considered.

Learning Support Worker – Maths
Reference: 2369

Learning Support Worker – English
Reference: 2370

Interview Date: 24 September 2014



RACC
Richmond Adult Community College

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FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Difficulty:
EASY

			3		6			
	9	5				8	7	
3	1						5	4
		6	7		8	3		
	2						4	
		3	5		4	2		
7	3						6	2
	6	8				4	1	
			2	7				

Difficulty:
MEDIUM

3	8						9	2
	4	6					5	8
			6		5			
5				6				8
		1				3		
8				2				7
			2		9			
	5	8					9	7
1	3						2	5

Solutions:
Next week**Last Week's solutions**

9	5	7	1	3	8	4	2	6
3	8	4	9	6	2	1	5	7
6	2	1	7	4	5	3	8	9
2	6	3	4	9	1	8	7	5
4	1	5	8	7	6	2	9	3
7	9	8	2	5	3	6	1	4
8	7	9	6	1	4	5	3	2
5	4	2	3	8	9	7	6	1
1	3	6	5	2	7	9	4	8

Difficulty:
EASY

1	9	2	5	3	6	7	8	4
5	7	3	9	4	8	2	1	6
6	8	4	7	2	1	3	9	5
9	5	1	6	7	2	4	3	8
7	2	6	3	8	4	9	5	1
4	3	8	1	5	9	6	2	7
3	4	5	2	1	7	8	6	9
2	6	7	8	9	5	1	4	3
8	1	9	4	6	3	5	7	2

Difficulty:
MEDIUM**Spot the difference**
to WIN an FE Week mug!

Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was Last week's spot the difference winner was Lesley Morrey, executive director, Cauldon Campus, Stoke on Trent College.